**Ideas for Lessons**

**Utilizing the Gallery Essentials and the Lesson Activity Toolkit**

**One of these ideas will be the lesson that you will teach on Friday.**

**That lesson must have an original notebook file.**

**EXAMPLE**

**Lesson 1:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

Students will be able to perform the “Loose Tooth” chant with speech and instruments and will be able to perform their assigned rhythmic word at the proper time.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

The students will already know the chant and how to perform on the instruments used for this chant.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

We will use the SMART Board set in dual page display to project the chant. The notebook file will also contain the shapes around the assigned rhythmic words. The students will read the chant, perform the motions, and then perform the chants with instruments.

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

I will record the chant using the SMART recorder to assess their rhythms. **Lesson 2:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

The students will be able to perform Hot Cross Buns on the Boomwhackers using the correct rhythms and pitches while following a student conductor.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

The students would have sung the song using solfege and Curwin hand signals. They would also know how to follow a conductor.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

The teacher will assign a student to be the conductor of the song Hot Cross Buns. The student will go to the SMART Board and tap the rhythm of the words. As the student does this, the other students who have been assigned to the pitches mi, re, and do will perform the song as the conductor taps the rhythm of the words.

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

The lesson will be assessed using a portable recorder or the SMART recorder.

**Lesson 3:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

The students will be able to name the parts of a G clef staff, quarter notes, half notes, whole notes, dotted half notes, eighth notes, bar lines, and a quarter rest.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

The students will need to know the following items by sight and name: G Clef, quarter note, half note, eighth notes, dotted half note, quarter rest, meter, and bar lines.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

When learning a new song to sing or play on the recorder, the students name the parts and notes on the staff.

Flash cards of the items listed above.

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

Utilizing a custom madeHot Spot game, the students will identify the parts of the staff, notes, meter, rest, and bar lines, in a certain amount of time.**Lesson 4:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

The students will experience the instruments of an orchestra.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

The students would have listened and moved to orchestral excerpts such as *The Children’s Symphony* and *The Young Person’s Guide to the Orchestra*.

The students would have been introduced to the instrumental families of the orchestra.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

The students will play the Instrument Memory Game from NY Phil Kidszone: <http://www.nyphilkids.org/main.phtml>? on the SMART Board together as a class.

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

This lesson is for a young elementary class. Assessment will be through observation.**Lesson 5:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

The students will be able to identify, sing, and clap Lucy Locket.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

The students would have sung the song and played the game. The students would know how to perform rhythmic patterns with quarter and eighth notes.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

Review the song through singing.

Review the song by playing the game.

Utilize a custom-made notebook file that has rhythms presented on the board. The teacher assigns a student to clap each rhythm pattern. All of the students clap the rhythm patterns at the same time. The teacher asks the students to identify the song that uses these rhythm patterns. Once identified, the students perform the rhythm patterns on classroom instruments.

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

Assessment will occur through teacher observation.